

A view of integrated inquiry in the context of the New NZ Curriculum

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Each inquiry should be considered in the light of the following broad vision

To develop young people who will be confident, connected,
actively involved and lifelong learners

Inquiring into ‘the way the world works’ Learning about	Mediating learning Learning BY	Accessing, sorting and expressing understanding Learning through
<p>Dominant Learning Areas:</p> <p>Health and aspects of PE Science Social Sciences</p> <p>(aspects of <i>technologies</i>-eg materials/systems and <i>languages</i> (cultural concepts)</p> <p>The “content” of your integrated inquiries will primarily connect with these learning areas. These areas tend to describe what students will come to understand about the ‘way the world works’. Most units will identify one MAIN ‘host’ area that drives the essential content.</p>	<p>(Key Competencies)</p> <p>Thinking Using Language, symbols and texts Managing self Relating to others Participating and Contributing</p> <p>(ICT)</p> <p>Most units will incorporate Most if not ALL of these Essential Learnings</p>	<p>Dominant learning areas:</p> <p>The Arts Mathematics and statistics Languages Technology</p> <p>Several (but not all) of these ELA’s will be represented in each integrated inquiry. English will be represented in all inquiries. Most units would incorporate the Arts. Physical education (apart from movement) is rarely used to develop concepts in integrated inquiries.</p>
<p>Underpinning Values (these values can be explored through both CONTENT and PROCESS of integrated inquiries)</p> <p>Excellence, Innovation and inquiry, Diversity, Equity, Community and Participation, Ecological Sustainability, Integrity, respect</p>		